

CHAPTER 1

INTRODUCTION

Introduction is the first stage of this scientific writing. In the introduction, the writer discusses: background of the research, statement of the problem, objective of the research, significant of the research, scope of the research, and definition of the terms.

1.1 Background of the Research

Since English as International language and included as one subject of national examination, many school which competence in teaching-learning English. In teaching-learning English, the English teacher always develops English skill for the students by fun technique based curriculum of Senior High School. Absolutely, it can give a positive point and motivation for the development of teaching-learning English therefore the students to be the master English earlier, easier, and the best graduation.

There are four English skills. They are listening, speaking, reading, and writing. Reading is one of the linguistic skills that people should have in order to communicate in English fluently. One of them is stated by Perfetti (1985:16), "Reading is the skill of transforming printed words into spoken words". Widdowson (1979:17) defines reading as "the process of getting linguistic information via print". According to David Nunan (1989:p.33) reading is an interactive process between what a reader already knows about a given topic or

subject and what the writer writes. Based on this statement, the writer concludes that reading is a process to get linguistic information from the writer.

The purpose of reading based on Martin (1991) that is to connect the ideas on the page to whatever the people already know. Reading is a skill that must be developed, and can only be developed by means of extensive and continual practice. Their reading will be effective when they have purpose and motivation to learn.

The goal of reading is comprehension. According to Zorn (1980:70), reading comprehension is the art of understanding what you read. He add that comprehend is one of the elements of reading, which is invisible. Jarolimek (1985:243) states that reading comprehension means that the reader is able to extract from the selection its essential facts and understanding visualize details and sense the readiness of facts. Based on this statement, the writer concludes reading comprehension is a process understanding to get some information or construct meaning from the reader and writer.

Now, there is a new curriculum in Indonesia which obligates the students must be competent in the study like in reading study. But in reading, some students only read a text. They don't understand about the text which they read. It means they don't comprehend when they read a text. In other side, some students don't like reading a text such as in reading classes. Consequently they can't give answer to the teacher about the text.

Such condition also happens in MA NU Mu'allimat Kudus. Most of the tenth grade students of MA NU Mu'allimat Kudus still have difficulty in Reading Comprehension. This issue has been explained by Mrs. Zulianah, S.Pd. as the English teacher in tenth grade of MA NU Mu'allimat Kudus and also the experiences of the writer when she is doing PPL. Some students' still get score is low in Reading Comprehension. There are students who get score below 50. It can be categorized into low ability because the standard score is 70.

There are some ways to make students to be the best reader. Meanwhile, to make the students become the best readers, the teacher must find effective technique. It needs technique to make reading easy for the reader especially for Senior High School Students especially in MA NU Mu'allimat Kudus. The writer will use Carousel Brainstorming as technique to enrich students' achievement and capability in reading comprehension.

According to Gerot and Wignell, (1994:171), "Carousal Brainstorming is a process to generate ideas and solve problems especially with either large groups or with a large number of issues". In <http://biochemnetwork.com/download.php?id=56> "Carousel Brainstorming is a technique used to get everyone involved in the generation of ideas. It provides an opportunity to make sure that everyone is aware of all ideas that are generated. Based on this statement so the writer concludes, Carousel Brainstorming is a technique to generate idea in large number of text and large number of group.

In this research, the writer applies the Carousel Brainstorming to improve the reading comprehension of the Tenth Grade Students MA NU

Mu'allimat Kudus in the Academic Year 2011/2012. The reason why use this technique because introduce the new technique which can get easy in teaching learning process of reading comprehension.

1.2 Statement of the Problem

Based on the background above, the problems of the research can be determined as follows:

1. How is the reading comprehension of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 before being taught by using Carousel Brainstorming?
2. How is the reading comprehension of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 after being taught by using Carousel Brainstorming?
3. Is there any significant difference between the reading comprehension of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 before and after being taught by using Carousel Brainstorming?

1.3 Objective of the Research

1. To find out the reading comprehension of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 before being taught by using Carousel Brainstorming.

2. To find out the reading comprehension of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 after being taught by using Carousel Brainstorming.
3. To find out whether there is a significant difference between the reading comprehensions of the Tenth Grade students of MA NU Mu'allimat Kudus in academic year 2011/2012 before and after being taught by using Carousel Brainstorming.

1.4 Significance of the Research

The research is expected to give significance of English teaching model and development in theoretical and empirical study as follows:

The theoretical significance:

- To get brand new idea of designing and managing English teaching in order to develop students language competence.
- To develop teacher's professionalism by designing new English teaching model development.

The empirical significance:

- To get empirical evidence of theoretical study in practice.
- To get number of data and materials to critic the theory and the implication in the practice.
- To get a trigger for teaching to innovate and facilitate the student opportunities in English learning well.

1.5 Scope of the Research

As stated before, the research has reading comprehension in the term of using Carousel Brainstorming technique.

The object of investigation is the Tenth Grade Students of MA NU Mu'allimat Kudus in the Academic Year 2011/2012. The writer takes all of the tenth grade students as the object of investigation.

1.6 Operational Definition

Based on the title of the research, there are three terms need to be defined: reading comprehension, Carousel Brainstorming, and the tenth grade students of MA NU Mu'allimat Kudus in Academic year 2011/2012. There are as presented below:

1. Reading comprehension is process understanding to get some information or construct meaning from the reader and writer.
2. Carousel Brainstorming is a process to generate ideas and solve problems especially with either large groups or with a large number of issues.
3. The tenth grade students of MA NU Mu'allimat Kudus in Academic Year 2011/2012 are group of students who learn English.

